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ABSTRACT

This document, which was developed as a cooperative effort between the business and education communities in Denver, presents an English-as-a-second-language curriculum for service helpers in full-service and fast food restaurants. The curriculum consists of five lessons targeted toward high intermediate to advanced nonnative speakers who work in peripheral hotel food service jobs and have limited but important contact with hotel guests. Each lesson contains some or all of the following: lesson plan detailing lesson objectives and the step-by-step procedures entailed in conducting the lesson activities; learning activities; student handouts; teacher's suggestion page(s); and narrative for teachers to read to their class. Topics covered in the five lessons are as follows: favorite restaurants; proper demeanor of a restaurant helper; good image and polite language; a birthday meal at a fast service restaurant (the deli menu and food orders, ordering food when dietary restrictions are an issue, and creating and practicing dialogues); and an anniversary meal at a full-service restaurant (special meals, the menu, creating dialogues). Appended are the following: guidelines for teaching vocabulary and spelling; optional activity devoted to image, impression, reputation, and polite language; "chunking" activities to aid reading and speaking; and technique for teaching words of frequency. (MN)

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ED 426 253

More Water, Madam?

An ESL Curriculum for Service Helpers in Full-Service and Fast-Food Restaurants

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Emily Griffith Opportunity School

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More Water, Madam?

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Marlin Day Cwach
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January 1997

INTRODUCTION
TO
THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition, we recognize all of the students who participated in classes, and who provided us with invaluable feedback for future strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

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MORE WATER, MADAM?

HOTEL FOOD SERVICE

Communication Skills for Restaurant Helpers
in Full and Fast Service Restaurants

Curriculum Design: This curriculum is designed to help meet the communication needs of high intermediate to advanced non-native speakers who work in peripheral hotel food service jobs and who have limited but important contact with hotel guests.

Though server's helpers do setups and cleanups, bus tables, serve water and refill beverage glasses, these employees often have the need to speak with dining customers. They greet diners and exchange pleasantries. They are sometimes mistaken for servers. They may be given special requests, and they occasionally may have to respond to customers' needs in minor food service emergencies such as spills or tableware replacements. They are important for the comfort of the guests and the image of the hotel.

Since the associates who work in the peripheral jobs of dining service are also an important personnel resource for the food service managers, they are considered to be in training for promotion. The managers in the hotel where we worked wanted the employees to speak English well enough to be promotable. Some teachers may wish to extend the curriculum along this line if they have students interested in the immediate goal of moving up to servers.

At our hotel site, the various menus included Breakfast Express (room service), The Trading Post Deli, Allie's American Grill (breakfast

and lunch), and Compari's (fine Italian dining). Our teaching materials will draw from the menus of Compari's and The Trading Post Deli.

Focus: Our main focus in this curriculum is to teach the concepts and the language one needs to be a positive contributor to the service and image of a hotel restaurant. Our secondary focus is to teach the exchange of pleasantries as well as to help students develop the skills of clarifying and verifying menu orders. This curriculum also demonstrates ways for the teacher to adapt sample hotel menus for good ESL workplace use. We hope that teachers can use our methods and ideas for developing strategies to fit their particular needs.

We are grateful to the hotel personnel with whom we worked and to the staff of Emily Griffith Opportunity School who were encouraging and helpful throughout the process of our curriculum writing.

Marlin Day Cusack

Mary Liles Gravely

LESSON 1

FAVORITE RESTAURANTS

LESSON 1: FAVORITE RESTAURANTS

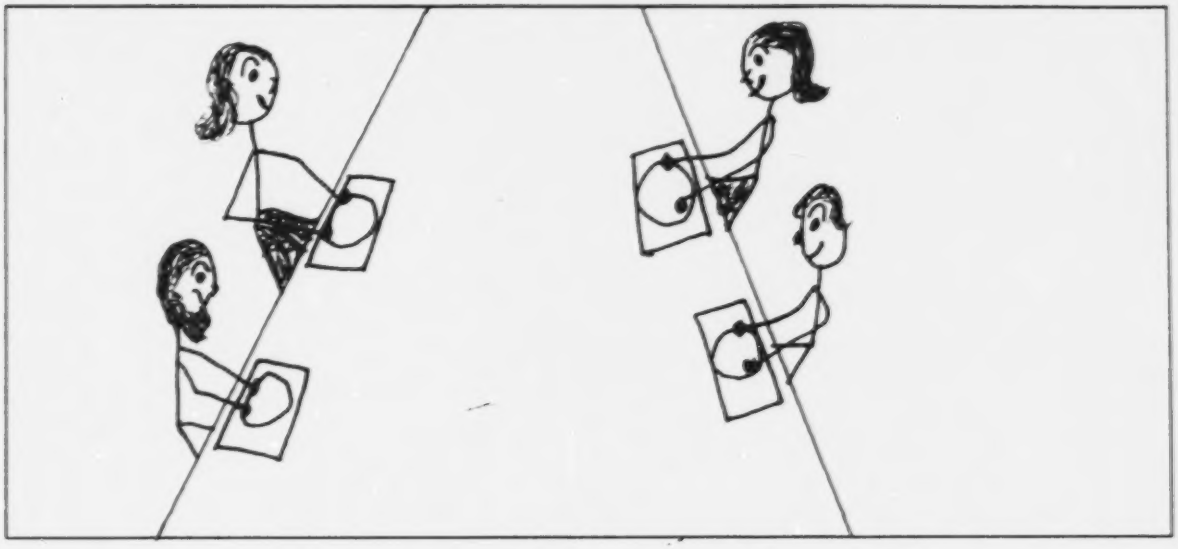
Objectives: To identify the qualities of a good restaurant

To use conversational English to describe a situation

activity	teacher's notes
HAVE STUDENTS Draw a series of pictures that help show something about their favorite restaurant.	Before class draw a picture of a situation you experienced at a favorite restaurant. Use this picture to tell students about your experience. (**See Teacher's Suggestion Page, p. 5.**)
Talk about their favorite restaurant and a time they spent there.	Using your demonstration as a model, students will show the picture they drew to the class and tell about an experience they had.
Describe their job in the restaurant.	You can help students give a full picture of their work by asking questions such as: • How do you set up the table? • What other duties do you have? • Do you take orders over the phone? • Describe how phone orders work? **note:** Try to visit the restaurant or deli while your students are working to get a better picture of their duties.

activity	teacher's notes
HAVE STUDENTS	
Pantomime situations in the restaurant where they work.	Give students questions and have them pantomime the actions that answer the questions. Let them work in pairs and develop their pantomime before they present it to the group. Some of the questions you could have them answer are • What is the hardest part of your job? • What is the easiest part of your job? • What is an embarrassing thing that happened to you during work? • What is the best thing that has happened to you while you were working? The other students can ask yes or no questions to help them discover what the pair is pantomiming.
Answer the question: What makes a restaurant a place that people enjoy? Have them brainstorm for ideas.	List students' ideas on the board or flip chart. Then relate those ideas to the place where they work. Does their eating place have some or all of these qualities? What can they do as employees to make the restaurant a place people want to return to many times?

A VISIT TO COMPARI'S



One Sunday night Marlin and I decided to take our husbands to dinner at Compari's. We had heard wonderful things about the food, and since two of our students worked there, we thought it would be fun to see them.

When we arrived, I immediately saw Marc, our student. He saw me and motioned to his wife Greta. They both came over and greeted us. Then the Maitre d' showed us to our table. It was one of the tables assigned to Marc and Greta. As they were pouring our water, our waiter walked over to our table and to take our order. Greta introduced him as the best waiter at Compari's. He was an excellent waiter, and he took care of all of our needs. As we enjoyed our various courses, Greta and Marc spent time talking with us about their work and their family. After a delicious meal, we ordered two desserts which we shared.

It was a wonderful evening, and our students had made sure that we received outstanding service.

LESSON 2

PROPER DEMEANOR FOR A SERVER'S HELPER IN A RESTAURANT OR DELI

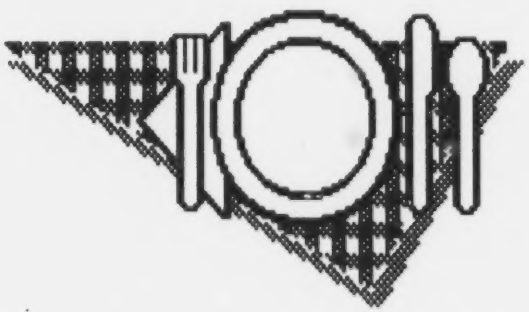
LESSON 2: PROPER DEMEANOR FOR A SERVER'S HELPER IN A RESTAURANT OR DELI

Objectives: To demonstrate the importance of personal appearance and courteous conduct

To recognize the difference between rude and polite service language and to be able to demonstrate polite usage

activity	teacher's notes
HAVE STUDENTS	
Discuss their most recent visit to a restaurant.	Ask students to think about the workers in the last full service restaurant where they were. Ask questions about all workers who helped them. • How was their grooming, their manner of speaking? • What was their attitude? • Would they return to this restaurant?
Create new word list.	List on the board or flip chart new vocabulary words as they are encountered in discussion. Spell, pronounce, define (see **Appendix A-1, p. 75** for vocabulary techniques).
Fill in chart of the last restaurant they visited **HO 2-1, p. 11.**	Distribute the chart. Help students fill in categories. They may wish to work in pairs. **note:** The restaurant should be a full service restaurant.

activity	teacher's notes
<u>HAVE STUDENTS</u>	
Compare the visited restaurant with their worksite restaurant.	Teacher may list similarities and differences on the board. Ask students to describe the ideal restaurant.
Point out the problems in the caricature of the busser **HO 2-2, p. 12.** Describe the proper attire and demeanor of a restaurant worker.	Distribute caricature of the busser. Ask students how this restaurant worker should correct her appearance.



HO 2-1

THE LAST RESTAURANT I WENT TO

NAME OF RESTAURANT _____

PEOPLE WHO SERVED ME	WHAT THEY DID	THEIR CLOTH-ING	THEIR GROOM-ING	THEIR MAN-NERS	HOW THEY MADE ME FEEL
WAITER					
CASHIER					

HO 2-2

What's wrong here?

LESSON 3

GOOD IMAGE AND POLITE LANGUAGE

LESSON 3: GOOD IMAGE AND POLITE LANGUAGE

Objectives: To demonstrate an understanding of the concepts of image, impression, and reputation of a hotel restaurant

To recognize the difference between rude and polite language and to demonstrate polite usage

activity	teacher's notes
<u>HAVE STUDENTS</u> Copy words and definitions of image, impression, reputation.	On the board or flip chart, write out and then discuss these simplified definitions: **image** - the way someone or something looks, acts, speaks. **impression** - a feeling you have from the way something looks and sounds or from your experience of it. **reputation** - a judgment or opinion about what something is worth. Explain that in the U.S. businesses grow or fail according to the above. The impression customers get is most important for business reputation. Customers' word of mouth advertisement or recommendation is valuable for future business.

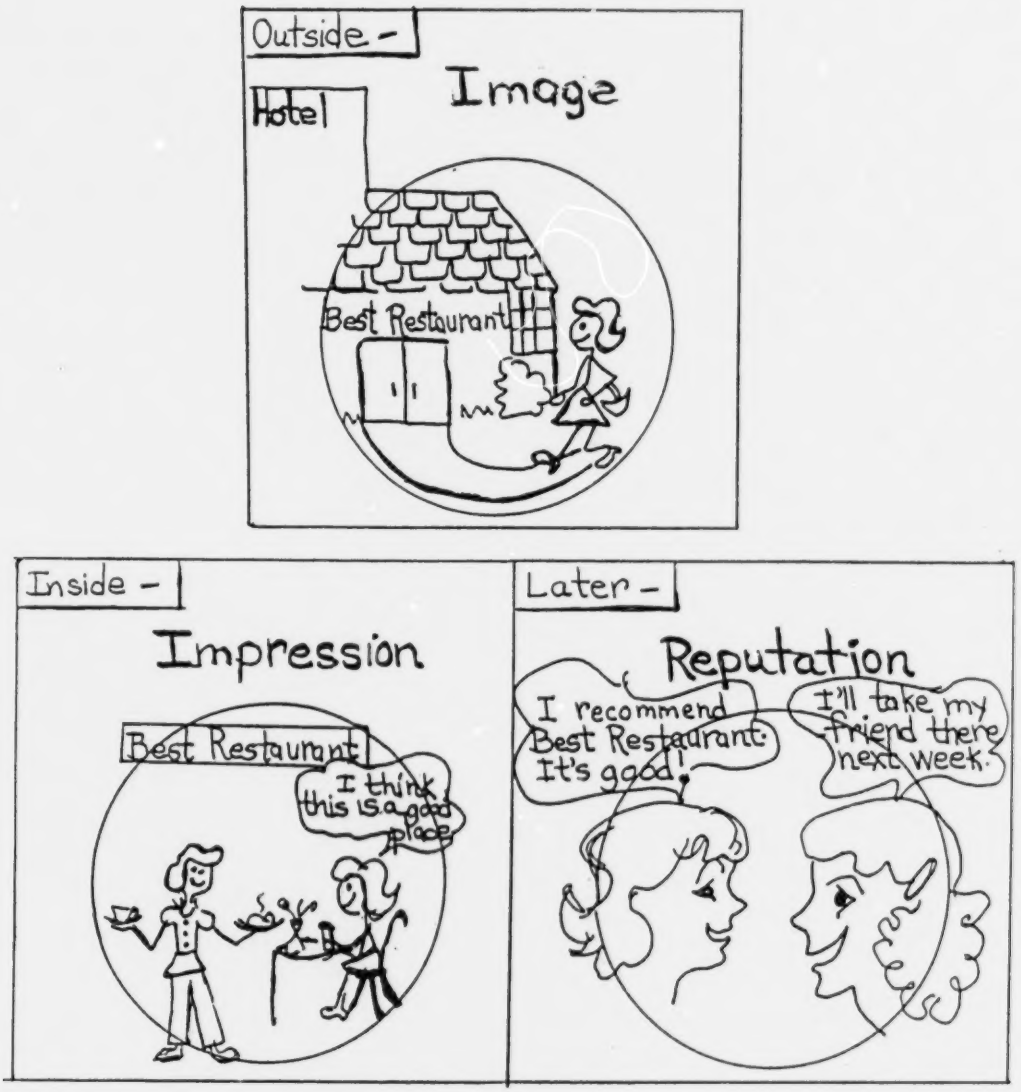
activity	teacher's notes
HAVE STUDENTS	(At this point you may wish to include the optional activity in **Appendix A-2**, A Picture is Worth a Thousand Words, **p. 78.**)
Look at the picture strip and tell the action taking place in each frame. **HO 3-1, p. 18**	Distribute picture strip: Good Business for Everyone. Make the following points: • Serving persons are a very important part of the picture or image of the hotel, restaurant or deli. • They give the customer an impression of the restaurant. • They add to the reputation of the hotel or restaurant. Ask the following questions: • How do **you** project the image of your hotel? • How do **you** impress the customers? • How do **you** add to the reputation of the hotel and the restaurant?
Personalize the discussion	Emphasize that language is an important part of their image and of the impression they give.

activity	teacher's notes
<u>HAVE STUDENTS</u>	
Practice polite service language.	Put examples on the board of everyday and very polite language. (See the **Teacher's Suggestions Page** POLITE LANGUAGE, **p, 19**. You may wish to distribute copies of this page.) Go over the words. Discuss the contrast of tone in **will/would,** etc. Model the sentences and questions for students to echo.
Recognize rude language and practice polite dialogues. **HO 3-2, p. 20**	Distribute handout. Have students draw a line through the rude language. Students pair practice the polite expressions.

GOOD IMAGE ! ! POLITE LANGUAGE ! !

HO 3-1

GOOD BUSINESS FOR EVERYONE



POLITE LANGUAGE

Polite language is an important part of a good image.

EVERYDAY LANGUAGE	VERY POLITE LANGUAGE
will	would
can	could
want	would like

Examples: I would be glad to get more silverware for you.
Could I bring you another napkin?
Would you like more water?

FOR REQUESTS OR PERMISSION use: may
let

Examples: May I get a booster chair for your child?
Let me call your waiter, please.

FOR COURTEOUS EXPRESSIONS TO GET ATTENTION
or OFFER A SIMPLE APOLOGY use: Excuse me.
I'm sorry.
Pardon me.

Examples: Excuse me, would you like cream for your coffee.
Pardon me, the teapot is very hot.
I'm sorry, I'll bring you an ashtray right away. (apology)

TO GET SOMEONE'S ATTENTION, wait until that person finishes a sentence or stops talking. Do not interrupt. When the time is right, you may get their attention by looking at them directly and saying quietly:

Excuse me.
I'm sorry.
or Pardon me.

Next, tell them what you need. Wait for their reply. Then end the conversation or request with "Thank you."

HO 3-2

POLITE LANGUAGE IS BETTER THAN RUDE LANGUAGE

RUDE or POLITE

Your customer has a problem at his table and needs your attention. Your job is to be polite and helpful. Your want him to be happy and come back again.

English sentences may be rude or polite. Learn the difference and <u>always</u> speak politely to your customers.

DIALOGUE PRACTICE
Directions:
Read the examples of rude and polite questions and answers. Then, DRAW A LINE THROUGH THE RUDE EXAMPLE because you do not want to use this language. PRACTICE THE POLITE EXAMPLES with a partner.

1. RUDE: Do you want water?
   POLITE: Would you like a glass of water?
   May I please serve you a glass of water?

2. RUDE: I don't know. That's not my job.
   POLITE: Sir (Madam, Miss), I'll get your server right away. Please wait one moment.

3. RUDE: What a mess! You spilled your water. I'll have to clean it up now.
   POLITE: Are you okay? Please don't worry. I'll clean that up right away. Let me get you a clean napkin and another glass of water.

4. Now, you write an example of rude and polite restaurant language. Practice the polite language with your partner.

   RUDE:

   POLITE:

MARGARITA'S CHALLENGE

Narrative for the Teacher

MARGARITA'S CHALLENGE

Margarita had worked behind the counter of the Trading Post Deli in the food preparation section long enough to be very familiar with the food items on the menu. She had a reading knowledge of the menu and a deli worker's sure knowledge of the various ingredients. In addition to being a very pleasant and energetic person, she loved her job and was most enthusiastic about learning more English.

Margarita's need was to overcome her shyness and to speak more comfortably with the customers who came to the counter to order. As the class proceeded, she further wanted to be able to take the telephone orders that occasionally came directly to the Deli.

Her managers' goals for her were to gain enough confidence to be comfortable speaking to and taking orders from the customers and to become more self-reliant, less dependent upon peer translators, and better able to handle the pressure of rush periods. He praised Margarita as an outstanding and highly motivated worker.

I felt Margarita's specific challenges were greeting customers who came to her counter and pronouncing clearly and correctly the menu items. Special requests and substitutions were a problem for her. Therefore, she needed to improve listening and clarification and verification skills. She also needed practice in giving certain instructions to the customer, such as how long the order would take and where to pay. I hoped that practice in these areas would increase her communication skills and, subsequently, her

level of confidence. A familiar verbal routine for taking the food orders and a higher comfort level in conversing with customers should then ease the pressure she felt when meeting the demands of rush periods.

The Deli Service Activities were designed to teach all class members how to use a deli menu as employees or customers and, in particular, to help Margarita meet her specific challenges.

LESSON 4

Birthday at the Trading Post Deli

ACTIVITIES FOR A FAST SERVICE RESTAURANT

The Deli Menu and Food Orders
Birthday Lunch: A Reading
Creating and Practicing Dialogues

LESSON 4: BIRTHDAY AT THE TRADING POST DELI

Session A: The Deli Menu and Food Orders

Objective: To demonstrate a knowledge of the Deli Menu vocabulary

activity	teacher's notes
HAVE STUDENTS	
Discuss menu sections.	Distribute menu copies of your students' restaurant. (A **Trading Post** menu is included in this lesson as a sample, **HO 4-1, pp. 29 & 30.)** Explain SIDES and any other unfamiliar terminology on the menu.
Identify specific items on the menu; define new vocabulary.	
Practice pronunciation.	Go over difficult words, i.e., *croutons, julienne.* Explain cultural references such as Dagwood or Ruben sandwich. Use visuals if possible. (See **Sully's Sandwich Shop** strip included in this section. **HO 4-2, p. 31.**) **note:** You may also want to bring in a Dagwood strip with one of his sandwiches. Model pronunciation. Students echo.

activity	teacher's notes
<u>HAVE STUDENTS</u>	
Make pronunciation flash cards of difficult words.	Distribute blank cards. (Old file folders cut to business card size work well for this.) As you write a difficult word on the board, have students write it on a flash card. Next, write, *in parentheses,* the phonetic spelling of the word. Students copy this, *in parentheses,* on the back of the card. Examples: julienne - (joo li EN) gourmet -(gor MAY) chef - (shef) Needed definitions may be added.
Pair practice using flashcards.	Listen to each pair and give individual help.

THE TRADING POST DELI MENU

Name_____ __Take Out __Eat Here

SOUPS & SALADS

__**Chef's Salad** - Julienne Ham, Turkey, Provolone, Cheddar, Egg and Shredded Carrots over Fresh Tossed Greens. Choice of dressing **$ 4.75**

__**Fresh Garden Salad** - Fresh Greens with Cucumbers, carrots, cherry Tomatoes, croutons garnished with whole olives. Choice of Dressing **$2.95**

__**Caesar Salad** - Chopped Romaine with shredded Parmesan cheese, Sour Dough croutons with Caesar Dressing. **$ 3.75**

__**Fresh Fruit Salad** - Seasonal fresh fruit diced and served with a honey yogurt dressing. **$3.50**

__**Oriental Chicken Salad** - Sliced Grilled Chicken Breast served over fresh Greens and Egg Noodles with peanuts, Green Onions and a Oriental dressing.

$6.25

__**Tuna Salad** - Tuna Salad served on Tomato Crowns with chopped Iceberg Lettuce and Quartered boiled Eggs. Served with Pita Bread. **$ 5.25**

__**Seasonal Soup** - Hearty, Homestyle and seasoned Just Right.

$ 2.95

__**Chili Grande** - Spirited Double Bean Chili Topped with Cheddar Cheese and Sour Cream. Served with Tortilla Chips. **$ 2.95**

More Water, Madam?

SPECIALTY SANDWICHES

___**The Hero** - Thinly sliced Ham, Salami, Pepperoni, Provolone, Lettuce and Tomatoes and marinated red onions on a French Roll with Red Wine Vinegarette. **$ 5.95**

___**Chicken Monterey** - Grilled Chicken Breast with Monterey Jack Cheese, Pancetta, Lettuce, Tomato and herb mayonnaise on Kaiser Roll. **$ 7.00**

___**Smoked Turkey Croissant** - Sliced Smoke Turkey with Cambozola Cheese, Mayonnaise, Lettuce and Tomato on a sliced Croissant. **$ 6.95**

___**Dagwood Sub.** - Thinly Sliced Turkey, Ham, Salami, Swiss, Cheddar, Lettuce, Tomato and Muffuletta mix with a Lite Italian Dressing (olive relish) **$ 6.95**

___**Gourmet Hot Dog** - Our special kosher all Beef Frank served on a French Roll. **$ 3.50**

Sauerkraut - **extra .95**

___**BBQ Beef Sandwich** - Slowly Basted Roast Beef smothered in a Smokey BBQ Sauce. Served on an onion Kaiser Roll. **$ 5.95**

___**Ham & Swiss** - Triple layer smoked ham and Swiss on sliced Rye bread with Russian Dressing and Cole Slaw. **$ 5.25**

___**Roast Beef Sandwich** - Thinly sliced Roast Beef on a whole wheat roll with white cheddar cheese, lettuce, Tomato and a Ranch Dressing. **$ 5.95**

___**Chicken Salad Sandwich** - Diced Chicken with herb mayonnaise, chopped green onions, celery and cashews with lettuce, tomato on a onion kaiser. **$ 5.50**

___**Veggie Sandwich** - Grilled Eggplant, sliced Tomatoes, Spinach, Roasted Red Peppers, Provolone with a Pesto Dressing on a Seven grain Roll. **$ 5.95**

___**Pastrami & Swiss** - Hot Pastrami & Swiss Cheese with thinly sliced Deli Pickles, marinated Red Onions and Tomato with Mustard (Regular or Spicy) on a Rye Roll. **$ 5.95**

SIDES

Potato Salad	$1.25	Pasta Salad	$.75
Cole Slaw	$ .95	Chips	$ .50
Cottage Cheese	$ .95	Extra Pickle	$ .50
Assorted Peppers	$ .50	Sliced Jalepeños	$ .50

Sully's
SANDWICH SHOP
Oh yes! I love working in a deli.
SSs
I'm gonna put everything in this sandwich. It'll be the best I ever made!
I say, it's a beauty!
SSs
I'll take a, uh... WOW! What is that?
Why, it's a Dagwood sandwich!
SSS
How much is it?
It's priceless.
Whadda ya mean, priceless??
You can't buy it. I'm gonna eat it myself!

33

3

LESSON 4: BIRTHDAY AT THE TRADING POST DELI

Session B: Birthday Lunch: A Reading

Objective: To practice reading techniques

activity	teacher's notes
HAVE STUDENTS	
Read the story silently. **HO 4-3, p. 34**	Distribute Handout "Birthday Lunch."
Read story aloud as a group.	Model reading. Students echo.
Discuss story. Relate personal feelings and experiences to the story characters.	Ask comprehension questions. Ask • Do you have a fear of going to an English-speaking Deli and ordering? At this point you may wish to include a chunking activity to improve speech rhythm and reading comprehension. See **Appendix A-3, p. 83**
Discuss ordering problems.	Tell of a personal experience with an incorrect food order. Ask students to relate their experiences. Ask why problems happen. Explain the need for clarifying and verifying orders. Also discuss special requests and substitutions.

HO 4-3

BIRTHDAY LUNCH

Roza and Zhanna are good friends. They both work at the Marriott Hotel in the housekeeping department, and they almost always have lunch together. They meet at 11:00.

Sometimes they bring their lunch and eat in the employees' cafeteria. They often buy a soft drink from the vending machine and once in a while a bag of potato chips to share.

At other times they go to the deli for lunch. At the deli they usually order a slice of pizza and ice water because it's easy to say, " one slice pizza. Supreme. Water, please."

This month it's Roza and Zhanna's birthdays. They decided to have a birthday lunch together at the deli. They want to order something special. They look at the menu and think they want to order Oriental Chicken Salad for Roza and a Veggie Sandwich for Zhanna. But, they are not sure what some of the ingredients are.

Roza is allergic to nuts, and Zhanna doesn't like hot peppers. They need to ask some questions. They're both a little nervous about speaking in English to the deli clerk.

HO 4-3 Cont'd.

HERE ARE THE MENU ITEMS THAT ZHANNA AND ROZA ARE GOING TO ORDER:

___**Oriental Chicken Salad** - Sliced Grilled Chicken Breast served over fresh Greens and Egg Noodles with peanuts, Green Onions and a Oriental dressing.

$6.25

___**Veggie Sandwich** - Grilled Eggplant, sliced Tomatoes, Spinach, Roasted Red Peppers, Provolone with a Pesto Dressing on a Seven grain Roll. **$ 5.95**

1. Read the menu items. Do you know the ingredients? Ask about the ones you don't know.
2. What are some questions that Zhanna and Roza need to ask? Practice asking these questions.
3. What will the clerk tell them? Practice saying what she will tell them.

LESSON 4: BIRTHDAY AT THE TRADING POST DELI

Session C: Creating and Practicing Dialogues for Deli Orders

Objective: To demonstrate ordering and receiving orders from a deli menu

activity	teacher's notes
HAVE STUDENTS	
Participate in a review.	Begin by reviewing **clarification techniques** (asking the customer questions to be sure the order is understood correctly) and **verification techniques** (repeating the order and asking if it is correct).
Practice dialogues. **HO 4-4, pp. 38 & 39**	Distribute copies of dialogues. Have pairs or triads practice, alternating as customer and deli clerk. Remind students to speak moderately loud to be heard across the deli counter.
Make food orders and take orders.	Distribute menu copies from your students' workplace. (See a **Trading Post menu HO 4-1, pp. 29 & 30.**) With pairs or triads alternating as clerk and customers, have students order and take orders from the menu. Use the variations and techniques practiced in the dialogue handout.

LESSON 4: BIRTHDAY AT THE TRADING POST DELI

Session C: Creating and Practicing Dialogues for Deli Orders

Objective: To demonstrate ordering and receiving orders from a deli menu

activity	teacher's notes
<u>HAVE STUDENTS</u>	
Participate in a review.	Begin by reviewing **clarification techniques** (asking the customer questions to be sure the order is understood correctly) and **verification techniques** (repeating the order and asking if it is correct).
Practice dialogues. **HO 4-4, pp. 38 & 39**	Distribute copies of dialogues. Have pairs or triads practice, alternating as customer and deli clerk. Remind students to speak moderately loud to be heard across the deli counter.
Make food orders and take orders.	Distribute menu copies from your students' workplace. (See a **Trading Post menu HO 4-1, pp. 29 & 30.**) With pairs or triads alternating as clerk and customers, have students order and take orders from the menu. Use the variations and techniques practiced in the dialogue handout.

HO 4-4

DELI DIALOGUES

DIALOGUE 1: CLARIFYING AN ORDER

Clerk: Good morning. May I take your order?
Guest: Yes, I'd like a Ham and Swiss.
Clerk: Fine. Would you like a drink?
Guest: Yes, I'll have a coke with that, please.
Clerk: Excuse me, would that be a small, medium, or large?
Guest: Small.
Clerk: Thank you. A Ham and Swiss with a small coke. Here's your cup for the coke. You can pay at the cash register.

DIALOGUE 2: VERIFYING THE ORDER

Clerk: May I please help you?
Guest: Yes, I would like to order the roast beef sandwich.
Clerk: Would there be anything else?
Guest: Yes, a side of potato salad and a medium Sprite.
Clerk: Fine. A roast beef sandwich, a side of potato salad, and a medium Sprite. Is that correct, Sir?
Guest: Yes, it is.
Clerk: Thank you. Here's your cup for the Sprite. Please pay the cashier. Your order will be ready in a few minutes.

DIALOGUE 3. A SPECIAL REQUEST

Clerk: Good afternoon. May I help you?
Guest: Yes, I would like a Chef Salad, but leave off the egg, please.
Oh, and a glass of iced tea.
Clerk: What kind of dressing would you like on your salad?
Guest: Give me Ranch.
Clerk: Okay, Madam. A Chef Salad, no egg, Ranch dressing and iced tea. Is that all?
Guest: Yes, thank you.

DIALOGUE 4: GIVING AN EXPLANATION
MAKING A SUBSTITUTION

Clerk: Good evening. How may I help you?
Guest: What's the Seasonal Soup?
Clerk: It's fresh vegetable soup.
Guest: Okay. I'd like that and a hot dog, no onions.
And can you give me sweet pickle instead of dill?
Clerk: Sure. Would you like a drink?
Guest: Have you got milk?
Clerk: Yes sir, I can get that for you.
Let's see, that'll be vegetable soup, a hot dog, no onions, sweet pickle instead of dill, and milk.
Is that all, sir?
Guest: Yes, that's it.
Clerk: Please pick up and pay for your order at the cash register.
It will be just a few minutes.

MARC AND GRETA

MARC AND GRETA

The afternoon English class at the Marriott had students from the housekeeping and food service departments. Some of these students had few English skills while others could understand and speak English fairly well.

Marc and Greta, a husband and wife who had immigrated from Russia, were two of our students. They worked at Compari's, an award winning Italian restaurant located in the hotel. Greta could understand and speak English fairly well. Marc often relied on her to translate English into Russian.

Since the class had a large range of abilities, Marlin and I divided the class into beginning and intermediate speakers. Greta went into the advanced group, and Marc stayed with the beginning students. When Marc could no longer depend on Greta for translation, he gained confidence and began to feel free to practice his English skills in the comfortable environment of the classroom. In the intermediate group Greta demonstrated her desire to learn. She showed a curiosity about new words, and she searched for new ways to express her ideas.

This couple's friendly, refined manner and their interest in people make them an asset to Compari's. Because they are such good employees, their manager hopes to see them promoted from bus persons to servers. Knowing this, we developed a restaurant unit specifically for the two of them which involved and benefited all of the class members. This unit allowed all of the students to practice their English as they alternately took the roles of servers and customers.

We started with a general discussion of restaurants. Then we focused on Compari's, first studying its menu, and then practicing conversations that a server or bus person could have with a customer.

The following activities allowed Marc, Greta, and the other members of the class to become more familiar with Compari's menu and encouraged them to practice conversations that they could use with customers.

LESSON 5

An Anniversary at Compari's

ACTIVITIES FOR A FULL SERVICE RESTAURANT

That Special Night
The Menu: Its Organization and Vocabulary
Creating Dialogues for the Restaurant

LESSON 5: AN ANNIVERSARY AT COMPARI'S ITALIAN RESTAURANT

Session A: That Special Night

Objectives: To read the story of the anniversary

To tell of special anniversaries, birthdays, etc. that they have celebrated

activity	teacher's notes
HAVE STUDENTS Read **The Anniversary. HO 5-1, p. 49.**	Distribute **HO 5-1.** Before the students read the story, go over any vocabulary that could be unfamiliar. Also it would be helpful to briefly look at Compari's menu, so that students could see what Frank and Susan are ordering. **(See pp. 53-55.)** **note:** A plan for vocabulary study will be treated in session B.
Tell of special anniversaries or birthdays that they have celebrated.	Begin by telling about a special celebration you have had. This can be a wedding, anniversary, or any special occasion held in a restaurant. Give as much detail as possible. This will serve as a model for those students telling about their own celebrations. As students tell about their experiences, point out the similarities and differences between the various cultures in your class.

activity	teacher's notes
HAVE STUDENTS	What things do all cultures have in common? What aspects about celebrations are unique to a particular culture?
Complete **HO 5-2.**	Students should read to each other the dialogues they write for question 1 **HO 5-2, p. 50** . Then each one can share more stories with the rest of the class. (See question 2, **HO 5-2, p. 50**.) These stories could be written or oral.

The Anniversary

HO 5-1

Yesterday Frank and Marian went to Compari's for dinner to celebrate their 25th wedding anniversary. This restaurant was a special place to them because they had met there on their first date 23 years ago.

Frank and Marian sat at a romantic table in the corner. They ordered two glasses of wine. Then they ordered dinner. For an appetizer they ordered Frutti di Mare which they shared. Then Marian ordered Scaloppine di Pollo for her main course, and Frank ordered the Cioppino. For dessert Marian had Tiramisu, and Frank had Chocolate Mousse.

They had a wonderful dinner. This was a very special anniversary which they would remember for a long time.

HO 5-2

The Anniversary

1. The server comes up to the customers as they are finishing their meal.

What will Frank say? How will the server answer?

How will the conversation end?

Server: How was the Scaloppine di Pollo?
Marian: It was wonderful
Server: It is always a favorite meal with our customers. And Sir, I heard that this was a special day for the two of you.
Frank: _____
_____

2. Interview your partner about an anniversary or special birthday celebration. Use some of the following questions to help you find out information.

Where did you go? What was the place like? Noisy? Relaxing?

Were you with your spouse, a special friend, or with several people?

What did you order? How long did you stay?

What made the night special?

LESSON 5: AN ANNIVERSARY AT COMPARI'S ITALIAN RESTAURANT

Session B: The Menu - Its Organization and Vocabulary

Objectives: To become familiar with the organization of the restaurant menu

To become familiar with the vocabulary necessary to be effective employees

activity	teacher's notes
<u>HAVE STUDENTS</u>	Distribute menus from the restaurant where your students work.
Look at the organization of the menu from their restaurant.	(Included in this lesson is a sample **menu from Compari's, pp. 54 & 55**, that will be used as a model for instruction.) Point out the various sections on the menu and explain each one. For example, Compari's menu is divided into the appetizers, the second course (pasta), the main course, and dessert.
Go over the menu vocabulary.	Give students a vocabulary sheet taken from their workplace menu. (See the sheet **Vocabulary Words from the Menu, p. 56** included with this lesson.) The teacher should model pronunciation and students repeat.

activity	teacher's notes
<u>HAVE STUDENTS</u>	Discuss students' understanding of the word and give the correct definition.
Practice ordering items from the menu.	Students should pair practice, alternating the role of customer and server.
Identify the categories in which certain menu words belong.	For a sample, see the sheet and answer sheet entitled **Identify the categories for the following menu words . . .(p. 58)** included in this lesson. Also see **Teacher Suggestion Page, (p. 59)** for games students could play with words from the menu.

Compari's

Italian

Restaurant

More Water, Madam?

Antipasti

Prosciutto
Served with gorgonzola and asiago cheeses with dried fruit and fresh lime 6.00

Insalata Compari's
Mixed field greens, toasted garlic walnuts and chive basil vinaigrette 3.50

Insalata di Spinaci
Spinach leaves, pancetta, roma tomatoes, herbed gorgonzola dressing 4.75

Insalata Caprese
Roma tomatoes, fresh mozzarella and field greens drizzled with balsamic vinegar and olive oil 5.75

Polenta
Soft polenta, gorgonzola and reggiano parmesan cheeses with cracked black pepper 4.50

Zuppa del Giorno
Soup of the day 2.95

Calamari Fritti
Seasoned fried calamari with marinara sauce and lemon 6.75

Insalata Caesar
Crisp romaine lettuce, reggiano cheese, garlic croutons and house-made caesar dressing 4.75

Melanzane Grigila
Grilled eggplant filled with warm goat cheese and served with tomato vinaigrette over baby greens 5.25

Carpaccio Classico
Thinly sliced raw tenderloin of beef with capers, red onions, balsamico sauce and sundried tomato relish 7.00

Torte di Granchio
Spicy crab cakes with sundried tomato vinaigrette and lemon 7.25

Frutti di Mare
Shrimp, scallops, mussels and calamari in a spicy herb and tomato broth 6.95

Secondi Piatti

Lumache Bolognese
Pasta shells with a spicy Italian sausage meat sauce with gorgonzola cheese 11.50

Fettuccine Verde e Bianco
Smoked breast of chicken with pine nuts, asparagus, mascarpone cheese and cream 13.00

Penne Rigate con Gamberi
Penne pasta, shrimp, arugula, plum tomatoes and roasted garlic olive oil 16.25

Cappellini
Angel hair pasta with garlic, virgin olive oil, roma tomatoes and fresh basil 9.75

Lumache di Mare
Pasta shells, shrimp, scallops and saffron in a lobster-sherry cream sauce 16.50

Tagliatelle Alla Primavera
Ribbon pasta, spinach, onions, roasted garlic, julienne sweet carrots and peppers in a chianti flavored vegetable broth 10.25

Ravioli
Cheese raviolis with a prosciutto cream sauce, forest mushrooms, spinach and roma tomatoes 11.25

Cannelloni
Crepe-wrapped chopped roast chicken, prosciutto, sweet onions and three cheeses in a Bechamel sauce 12.50

Linguini alle Vongole
Clams, garlic, thyme, cracked red pepper, white wine and tomatoes in a clam broth 12.50

Piatti Principali

Pollo Arrosto
Grilled free range chicken marinated in lime, garlic, olive oil and sage 13.75

Saltimbocca
Veal scaloppini with prosciutto ham and fontina cheese, accompanied by a marsala demi glaze 16.75

Fracosta di Manzo
Grilled ribeye with sauteed garlic, green onions, roma tomatoes and house-made Worchestershire sauce 16.00

Scaloppine di Pollo
Chicken breast sauteed with garlic, mushrooms, white wine, mushrooms, parsley and prosciutto 13.50

Scaloppine con Gamberi
Veal medallions and shrimp in a light garlic cream sauce with fresh chives 17.25

Cioppino
Italian fishermans stew of seasonal seafood, vegetables, herbs, saffron and white wine 17.95

Scaloppine alla Milanese
Lightly breaded veal scaloppine with parmesan cheese, herbed bread crumbs, topped with fresh lemon wedges, parsley and capers 16.50

Costolette di Agnello alla Grigila
Grilled lamb chops with roasted tomato and onion relish, topped with goat cheese 17.00

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Dolci

Tiramisu
Espresso flavored lady fingers with rich mascarpone cheese 4.00

Crostata di Mascarpone
A smooth and rich baked mascarpone cheese cake with a chocolate cookie crust 4.95

Panna Cotta
Light, creamy custard with a carmelized sugar topping 3.75

Fresh Seasonal Berries
With our housemade sabayon .. Market Price

Chocolate Mousse
Rich chocolate mousse flavored with rum and espresso 4.50

Biscotti con Vino Santo
Crisp almond cookies accompanied by a sweet Italian dessert wine 4.95

Torta di Mele
Campari's special apple cake with caramel and vanilla sauces 4.50

Torta Zuccotto
Grand Marnier soaked sponge cake with dark and white chocolate mousses and toasted almonds 3.95

Campari's house-made Gelati and Sorbetti
Ask your server for today's assorted flavors 3.50
With seasonal fresh berries ..... Market Price

Caffe et Berande

Espresso Romano
Espresso with lemon peel 2.50

Espresso Royale
Whipped cream atop a glass of espresso 2.75

Cappuccino
Espresso topped with steamed milk 3.00

Cappuccino Milano
Espresso, chocolate, cinnamon and whipped cream 3.25

Caffe Frangelico
Espresso, Frangelico and whipped cream 4.25

Cappuccino Venetia
Espresso, chocolate, steamed milk and brandy 4.25

Caffe Campari's
Espresso, Tia Maria, Amaretto, Frangelico and whipped cream 5.00

Caffe Mocha Frappé
Espresso, chocolate and raspberry sauces, blended with crushed ice and topped with whipped cream 3.50

Caffe Sambuca
Espresso, Sambuca Romano, whipped cream and nutmeg 4.25

We also have a cordial list available

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VOCABULARY WORDS FROM THE MENU

Antipasti -- Appetizer -- food served before the meal

Secondi Piatti -- Second Course

Piatti Principali -- Main Course

Dolci -- Dessert/sweets

Caffe et Berande -- After-dinner coffee

Salad Dressings
- balsamic vinegar and olive oil
- herbed gorgonzola dressing
- chive basil vinaigrette
- caesar dressing

Cheeses
- gorgonzola
- asiage
- reggiano
- parmesan
- mascarpone
- mozzarella

Herbs
- garlic
- chives
- basil
- saffron
- thyme
- sage

Sauces
- bechamel
- marinara
- cream

Other words on the menu
- mixed field greens
- roma tomatoes
- croutons
- tenderloin of beef
- pasta
- mushrooms
- sauteed
- spinach leaves
- calamari, shrimp, scallops
- eggplant
- spicy crab cakes
- asparagus
- prosciutto ham
- veal scaloppine

Other Words from Compari's Menu . . .

coffee
espresso
cappuccino
decaf
regular

cakes
mascarpone cheese cake
apple cake
sponge cake

sauces
caramel
vanilla
chocolate
raspberry

cookies
lady fingers
almond cookies

nuts
toasted almonds

liquor
Grand Marnier
Tia Maria
amaretto
brandy

spices
cinnamon

Gelati (Italian) - gelatin (jello)
Sorbette (Italian) - sorbet

Other words . . .

whipped cream
caramelized sugar
crust
custard
topping
chocolate mousse

Identify the categories for the following menu words . . .

Words from the menu

mixed field greens

scallops

gorgonzola

basil

calamari

vinaigrette

garlic

bechamel

shrimp

chives

mascarpone

Insert the menu word under the appropriate category.

cheeses	salad dressings	sauces	spices	lettuce	seafood

Games Students Can Play . . .

Grab Bag - List categories of foods on the board. Then write specific foods from the menu on slips of paper and put them in a bag.
Divide the class into two teams, team A and team B.
Let one member from team A draw the name of a food from the bag and put it in the correct category. If that team member misses, a member of team B gets to put that food in the proper category. If that person misses, the food word goes back to team A, and the entire team decides on the proper category.
If an individual selects the correct category, the team gets 2 points. If the whole team decides, the team gets 1 point. The team with the most points wins.

Pass It On - Have the class members get in a circle. Using a ball, throw it to someone and say, "I would like a vegetable. Could you recommend one?" The person who catches the ball says, "I will recommend eggplant." Then that person throws the ball to someone and says, "I would like _____(a category). Could you recommend one?" and the person who catches the ball must name something in that category. The game continues as long as people are interested.

LESSON 5: AN ANNIVERSARY AT COMPARI'S ITALIAN RESTAURANT

Session C: Creating Dialogues for the Restaurant

Objectives: To identify the responsibilities of a server and a bus person in a restaurant

To create dialogues between the server, the bus person, and the customer

activity	teacher's notes
HAVE STUDENTS Identify the responsibilities of a server and a bus person.	Ask the question How does the job of bus person differ from the job of a server? Write students' comments on a board. As a part of this exercise you may discover some students are interested in becoming servers.
Complete the cloze dialogue exercise. **HO 5-3, p. 62**	This cloze activity will give students a model for creating their own dialogues. **(Answer sheet, p. 63)**
Use **HO 5-4, pp. 64-66,** to create dialogues between the server and the bus person, between the bus person and the customer, and in some situations between all three.	Divide students into groups of two or three and help them develop dialogues. Work with them on using polite dialogue, on using appropriate sentence constructions, and on proper pronunciation.

RESTAURANT CONVERSATIONS HO 5-3

Read the following conversation between a server and a bus person. Fill in the words that are missing.

Server: Hi, Antonio.

Bus person: Hi, Mario.

Server: _____ you set up all __ the tables in your _____?

Bus person: Yes, I did that _____ before I left.

Server: Good! ___ you know that our _____ is bringing his wife ____ for their anniversary _____ evening, and they will ___ sitting in our section? __ must give them our _____ best service tonight.

Bus person: We _____ give excellent service, but I will _____ sure that everything goes _____ well tonight.

Server: Be sure to check _____ number 5. That is where _____ will be sitting. Make _____ the table is set _____ and that there are _____ flowers on the table.

Bus person: ____ will make sure everything ___ where it should be __ the table. Is there _____ I can help you ___ to get ready?

Server: Yes, ____ can help me get ___ salads ready, so we ___ serve them as soon ___ they order. Our supervisor ____ me earlier the type ___ salad they would want.

Bus person: _____, let's get started.

ANSWER SHEET

RESTAURANT CONVERSATIONS HO 5-3

The blanks have been filled in with words that fit the situation; however, there are other words that would work as well. If a student fills in the blank with a word or words that work, consider the answer correct. This exercise provides an excellent opportunity to discuss the various words that would work in a situation.

Read the following conversation between a server and a bus person. Fill in the words that are missing.

Server: Hi, Antonio.

Bus person: Hi, Mario.

Server: Did you set up all of the tables in your section?

Bus person: Yes, I did that yesterday before I left.

Server: Good! Did you know that our supervisor is bringing his wife here for their anniversary this evening, and they will be sitting in our section? We must give them our very best service tonight.

Bus person: We always give excellent service, but I will make sure that everything goes very well tonight.

Server: Be sure to check table number 5. That is where they will be sitting. Make sure the table is set correctly and that there are fresh flowers on the table.

Bus person: I will make sure everything is where it should be on the table. Is there anything I can help you do to get ready?

Server: Yes, you can help me get the salads ready, so we can serve them as soon as they order. Our supervisor told me earlier the type of salad they would want.

Bus person: All right, let's get started.

HO 5-4

RESTAURANT CONVERSATIONS CONTINUE . .

Dialogue 1:

Pretend you are a bus person in a very nice restaurant. Your supervisor and his wife have just finished their meal. You are pouring them a cup of coffee, and the wife begins to talk with you. What would you say to her?

Pair partner with another person in class. One can be the wife, and one can be the bus person. Together, complete the dialogue below.

Wife: That was a wonderful meal, and the service was excellent.

Bus person: I'm so glad you enjoyed everything. Can I _____

_____?

Wife: _____

_____.

Bus person: _____

_____.

Wife: _____

_____.

Bus person: _____

_____.

HO 5-4 cont'd.

With your partner finish the following dialogues. This will give you a chance to practice your English.

Dialogue 2:

Server: Would you check that table and let me know if they need anything?

Bus person: Yes.

Server: What do these customers need?

Bus person: _____

_____.

Server: _____

_____.

Dialogue 3:

Customer: Could we have more bread?

Bus person: _____

_____.

Customer: _____

_____.

Bus person: _____

_____.

HO 5-4 cont'd.

Dialogue 4:

Situation: The customer has just turned over a glass of red wine. What would you and the customer say to each other?

Customer: _____

_____.

Bus person: _____

_____.

Customer: _____

_____.

Bus person: _____

_____.

Dialogue 5:

Situation: The customer is having a wonderful time and has begun to talk with you about your home country. What would you and the customer say to each other?

Customer: _____

_____.

Bus person: _____

_____.

Continue the conversation as you play the role of the customer or the bus person.

KEEPING UP WITH OUR STUDENTS

KEEPING UP WITH MARGARITA

It was several months later, after the class had ended, when I caught up with Margarita. I went into The Trading Post Deli at 1:45. The lunch rush was over, and I had a chance to talk with Margarita. She looked up from her cleanup work with a bright smile to answer my hello. "Oh, good afternoon," she said. "How are you?"

After the usual exchange of pleasantries she told me that the summer had kept her very busy. In fact, she was working today on her usual day off. With ease, she asked me what I would like to order and checked the order adding, "Would you like a drink, too?"

As she prepared my sandwich order, she filled me in on her work activities. She was speaking more English with the customers, and it was easier now although "Oh, I need more practica!" came into the conversation several times. And yes, she sometimes took telephone orders now which she really liked to do. Also, she was handling the stress of rush periods better. "No more heart fast fast," she said. "I feel good." She looked as if she were enjoying her work.

After lunch I browsed a bit in the gift section of The Trading Post and found aspen leaf earrings that I couldn't resist. Taking them to Margarita, who was now polishing up the deli counter, I asked if I could pay her for the earrings. "Sure," she said, taking off her deli gloves.

At the cash register she punched in the sale, examined my check, and added my driver's license number. Her relative ease in the cashier's spot surprised me. "Do you work at the cash register often?" I asked. She nodded, "Sometimes I do." We said our thanks and then good-bye.

"I'm glad to see you....Is that right?" Margarita asked.

"Yes, very good," I replied. "I'm glad to see you, too."

She smiled big, "I come to class in September. I need more practica English!"

I'm sure I'll see Margarita in September, and we'll practice more English, including some good review work on future and past tenses. And she'll continue to surprise me, as will her classmates, who, with more and more practice, will increase their English skills, their confidence, and their qualifications for promotion.

KEEPING UP WITH MARC AND GRETA

Marc and Greta continue to work in Compari's using English with both the staff and the customers. Their English skills improve as they speak with customers and coworkers.

About four weeks after our ESL course ended, Marlin and I had dinner at Compari's with our husbands. Greta and Marc helped serve our table. During the times they were serving us, they talked of what they had learned in the class and of their family and work. Marc demonstrated more confidence with his English as he conversed with us. He no longer depended on Greta to translate for him as he had when they first entered our class. When we were ordering our appetizers, Greta introduced our waiter to us as the "best waiter at Compari's." He told us that Marc and Greta were a wonderful asset to the serving staff; and while we were their customers, he allowed them to perform some of his usual responsibilities such as pouring the wine and taking our dessert orders. He saw our visit as an excellent opportunity to give them a wider range of serving experiences.

We hated to see the dinner end. We had had an excellent meal with outstanding service, and it was wonderful to see Marc and Greta using their English skills with such confidence.

APPENDIX

APPENDIX A-1

SUGGESTIONS FOR TEACHING VOCABULARY

Have a flip chart or chalkboard ready for listing new words before the discussion activity begins.

Ask students to raise their hand when they do not understand a word. Assure them that they will be helping others learn new words too when they do this. I have had success with the following teaching method:

1. Write new vocabulary words for all to see and copy as the words are encountered in the discussion.

2. Pronounce the word. Then write it in syllables, indicating the stressed syllable(s).

3. Next, IN PARENTHESES, so it will not be mistaken for the proper spelling, write the word with very simple phonetic spelling. Long marks are sometimes helpful, though I do not use other phonetic markings.

   Example: impatient
   im PA tient
   (im PA shent)

4. Practice pronunciation. With multi-syllable or otherwise hard to pronounce words, I often start with the last syllable and work forward, the preceding syllable being added to the last, to finally include the whole word. The class echoes each syllable and adds syllables as we proceed.

   Example: shent
   PA shent
   im PA shent.

A light clap of the hand or a tap on the board helps emphasize the stressed syllable(s). I start with whole class echoing, half the class, and work down to small groups or individuals.

5. Discuss the meaning of the word and use it in several short sentences. Ask students questions which must logically be answered by use of the vocabulary word.

   Example: At the end of a long work day, are you impatient to go home or are you not in a hurry? (Logical answer: I'm impatient to go home.)

6. An exercise to name and list synonyms often clarifies the meaning of new words and expands vocabulary in the process.

A-1 cont'd.

SOME USEFUL SPELLING TECHNIQUES are

1. Spelling the word in syllables as you pronounce it.
2. Drawing the shape around the word to become familiar with how the word looks.
3. Closing your eyes and visualizing the word, or looking up to visualize the word as if seeing it on a screen.
4. Boxing or circling embedded words.
5. A spelling bee or a simple spelling test.

SOME GOOD FOLLOW-UP ACTIVITIES are

1. Cloze spelling lists for students to complete.
2. Matching synonyms or definitions to the key words.
3. Wordsearch and crossword puzzles based on definitions and synonyms.
4. A series of sentence dictations that include several spelling words in one sentence.
5. Writing each word five or more times and pronouncing the word in syllables as you write it.

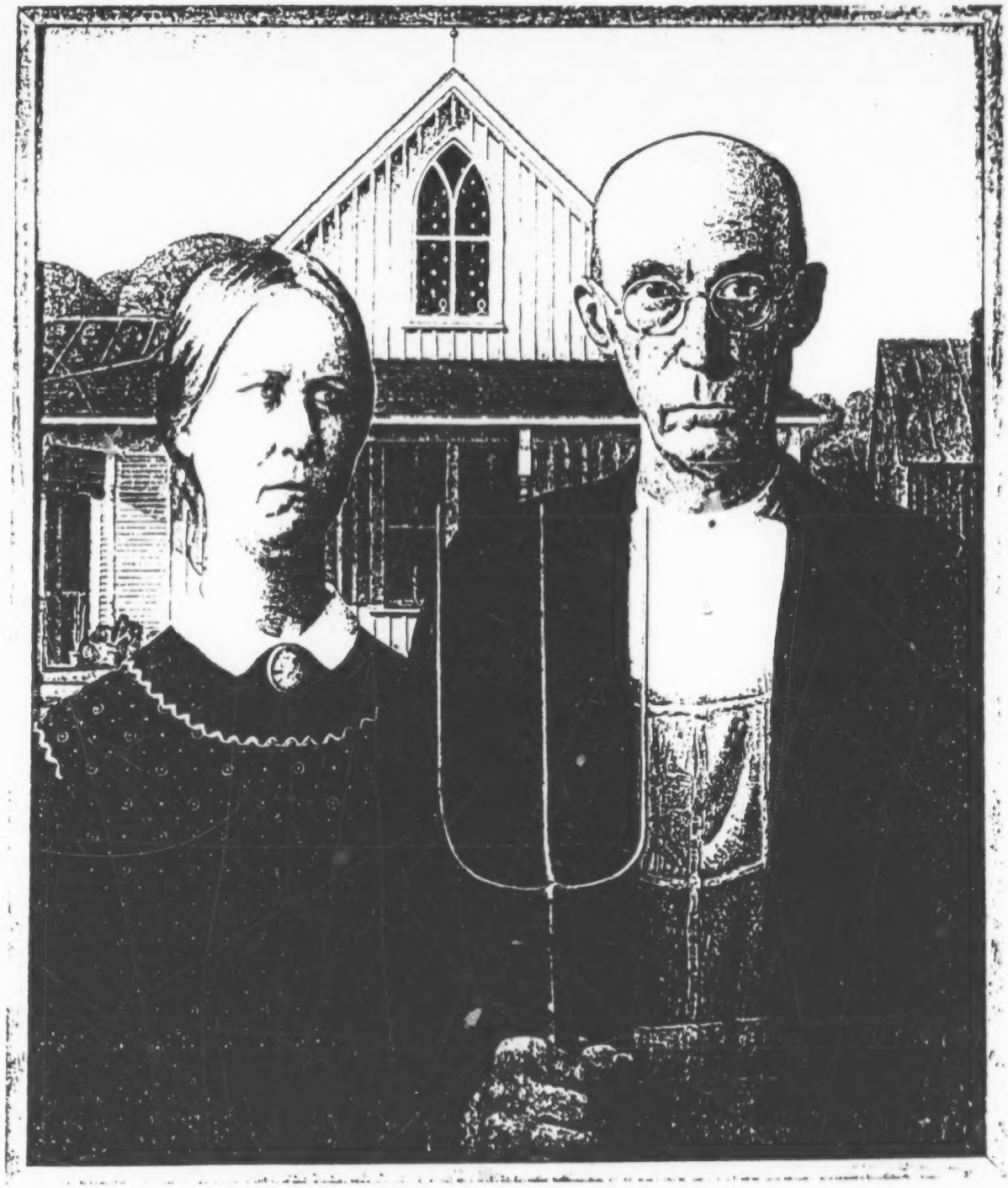
APPENDIX A-2

A PICTURE IS WORTH A THOUSAND WORDS

An optional activity for **Lesson 3: Good Image and Polite Language**

activity	teacher's notes
HAVE STUDENTS:	
Look carefully at the Norman Rockwell picture and tell their impression of it	Bring in copies of a Norman Rockwell picture. Allow students time to understand the story behind the picture. Give hints about what might have happened.
Look at and tell their impression of the American Gothic picture.	Follow the same procedure as above. (A copy of the American Gothic is included on the next page in this section. **A-2, p. 79** Explain: Another word for picture is image. How you look is a picture of yourself or your image. How a hotel looks is an image of itself - a picture of its quality of service and of its success. When you are at work in the hotel you are a part of the image of the hotel.
Read and discuss the Image, Impression, Reputation page.	Distribute the Image, Impression, Reputation page **A-2, pp. 81 & 82.** Use it as a reading and discussion exercise. Help students personalize the ideas presented by the handout.

More Water, Madam?



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A-2 cont'd.

IMAGE, IMPRESSION, REPUTATION

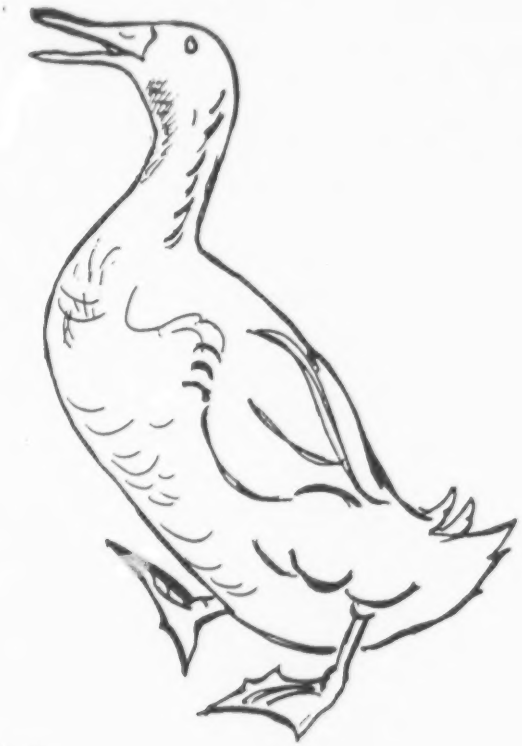
IMAGE - the way something or someone looks, sounds, speaks.

IMPRESSION - a feeling you have from the way something looks, sounds, feels, i.e., from your "experience of it."

REPUTATION - a judgment or opinion about what something is worth.

Quack, quack.

QUACK, QUACK!



"If it walks like a duck, looks like a duck,

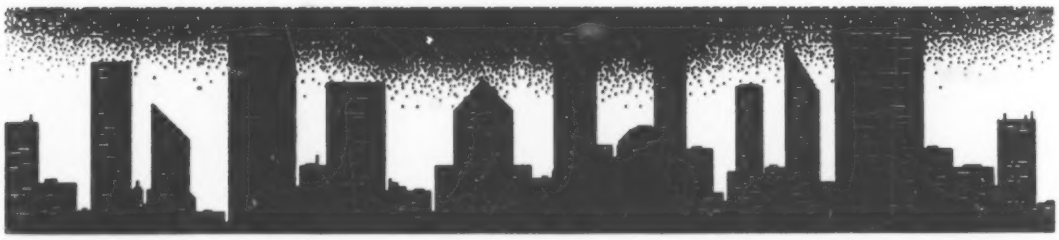
and sounds like a duck, it probably is a duck."

A-2 cont'd.

IMAGE, IMPRESSION, REPUTATION

The image of the hotel, its restaurants and its employees give an impressions to the guests. If it looks like a good restaurant, acts like a good restaurant, and sounds like a good restaurant, it probably is a good restaurant. Your job is to be part of the good image, impression, and reputation of your restaurant.

Good impressions build a good reputation.
A good reputation builds a good business.
A good business means more work for you
and perhaps a promotion to a better job.



APPENDIX A-3

CHUNKING ACTIVITY
An Aid in Reading and Speaking

Background information for the teacher:

Chunking is an exercise that allows students to practice the grouping of meaningful words to improve reading comprehension and rhythmic speech.

When we speak and read in our native language, we don't read and speak one word at a time. Our words and our thoughts roll together into meaningful phrases. The rhythm of our speech reflects the meaning of these word groups and makes it easier for people to understand us. Also the more we employ this grouping method or chunking, the more our reading ease and comprehension increases.

To visually separate the chunks, you may wish to use a slash mark between chunks or an arch from the first word to the last word in the chunk.

If the following sentence is read word by word without chunking, it is difficult to understand:

At / other / times / they / go / to / the / deli / together.

It is necessary to chunk words correctly. For instance, if the same sentence is read with incorrect chunking, it is again difficult to understand.

At other / times they / go / to the / deli together.

However, if you chunk the words correctly, the sentence is easy to understand.

At other times / they go / to the deli / together.

(Using arches)

A-3 cont.

CHUNKING ACTIVITY

The fo!'owing general guidelines will help you divide the sentence into meaningful chunks. The rules may be broken when it is obvious that the natural flow of the sentence requires other phrasing. When rules overlap, choose the simpler, more natural sounding phrasing.

(Examples are taken from the story "Birthday Lunch." **HO 4-3, p. 34**)

RULE	EXAMPLE
1. the complete subject	Roza and Zhanna
2. the complete verb	decided to have
3. the complete phrase	at the deli
4. the complete object or complement	good friends
5. a one-word subject + a one-word verb	They both work*(an exception)
or	
a one-word verb + a one-word object	have lunch
6. a complete clause	When they go
7. the words between commas	, usually a Coke,
8. words between a period and a comma	. But,
9. a short simple sentence	They meet at 11:00.

A-3 cont'd.

CHUNKING ACTIVITIES

activity	teacher's notes
<u>HAVE STUDENTS</u>	
Mark the story, "Birthday Lunch," (**HO 4-3, p. 34**) into chunks, using slash marks or arches over the sentences	Introduce the concept of chunking. Distribute copies of the story. Using an overhead projector, board, or flip chart, work with the class to chunk the sentences of the story. Students mark their copies into chunks. As you proceed, discuss the rules for chunking.
Practice reading the story with a partner.	Tell students to read in chunks, not word by word. You may wish to demonstrate and have students echo your phrasing.
Read out loud to the class, individually.	Remind students to read in chunks and to stop only where there is a slash mark or the end of an arch.

APPENDIX A-4

A TECHNIQUE FOR TEACHING WORDS OF FREQUENCY

activity	teacher's notes
HAVE STUDENTS	
List all words of frequency in the story, "Birthday Lunch." These are words such as never, always, etc.	Distribute copies of "Birthday Lunch." **(HO 4-3, p. 34)**
Copy the line graph and place words of frequency from their list on the graph where they think they should be.	Draw a horizontal line graph on the board. See example given. **(A-4, p. 87)**
Discuss the placement of words on the graph and the degree of frequency that they represent.	Help students define the degree of frequency that the words represent.
Add other words of frequency not found in the story to the graph.	Help students define the degree of frequency for new words. Suggest new words from the list that is given

TEACHING WORDS OF FREQUENCY cont'd.

Words of frequency in "Birthday Lunch":

almost always
sometimes
often
once in a while
usually

FREQUENCY GRAPH

0% **50%** **100%**
never ***always***

X----------X----------X

Other words of frequency that might be added to the graph:

never
almost never
occasionally
always
frequently
rarely
seldom
quite often

ABOUT THE AUTHORS . . .

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